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Notes for Conferences
Between P&P Staff and Head, IT/D
Concerning the impact of the Report of the Career Service
Committee (CSC) upon the Basic Intelligence Course (BIC)

Introduction

- A. These notes are grouped under seven major topics: objectives of the program, students, course content, course methods, course timing, facilities, and staff.
- B. Each section opens with a summary of the present situation. These summaries are derived from a rather lengthy analysis that was prepared simply to make sure that we all start with the same understandings and that we overlook no important detail. If the reader finds a summary clear, he probably has no need to read the analysis of that point.
- C. What needs to be done -- the questions that must be answered and the actions that are being taken or should be taken -- is outlined below as "action" under each major topic.

I. Objective of the Program

A. Situation

- 1. The objective is to produce apprentice intelligence officers by developing in them professional understandings of the nature, mission, and methods of intelligence and by using these understandings as a basis for relating to the field of intelligence the other professional competences with which these individuals join the Agency.
- 2. It is not orientation, training in specialized skills, selection, or placement. In relation to the long-standing contrast between training and education, the BIC should be chiefly education, for in it the student is tested on his understanding and is assigned tasks designed to indicate his absorption capacity. In this sense, it is training only to the extent that it deals with such common-denominator skills as the abilities to evaluate information and to draw dependable inferences -- if, indeed, such an ability is a skill.

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B. Action

1. Such ambiguity as remains will be sufficiently removed as soon as current efforts to define "professional" and to incorporate the definition in a CIA Regulation are completed and approved.
2. As to specialized skills, what should our attitude be?
 - a. That new-comers should enter with them or get them through on-the-job training and experience? Or:
 - b. That TR(0) should expect eventually to set up some supplementary courses or otherwise arrange for such training if needs for studies of this sort are indicated by the operating offices?

II. Students

A. Situation

1. Increasing proportions will be hired in specific slots.
2. Numbers will increase possibly to 100 per month.
3. Precise estimates will be lacking for several weeks.

B. Action

1. Chief problems are: How many? When?
2. Personnel is responsible for getting answers, but:
 - a. Reminders and encouragement to Personnel may be necessary.
 - b. Assistance in informing Offices (in person or by bulletin followed by conference) may be desirable because:
 - (1) The BIC is young, its program evolving, its name new.
 - (2) The CSC Report is recent, complex, and, in some respects, confusing.
3. Assumption of large increase in numbers of students seems both safe and necessary.
4. If representative sample of past recruitment is obtainable, it might give a useful guide until dependable estimate of situation can be produced.

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III. Course Content

A. Situation

1. General character can evolve along present lines, with major emphasis upon three general areas:
 - a. The nature, principles, and methods of intelligence work.
 - b. The national security organization of the U.S. government.
 - c. The current world situation.
2. Details will have to be adapted, especially to cover particular interests of Offices.

B. Action

1. Consultation with Offices is required by CSC recommendation that "curriculum ... be revised to cover subjects of particular interest to Offices...."
 - a. Consultation is already projected in draft of circular letter to AD's.
 - b. Can it most effectively be conducted by representatives of (1) BIC, (2) P&P Staff, (3) both together?
 - c. An incidental possibility of this consultation is providing the assistance suggested in II, B,2,b, above, without seeming to do so.
2. Coordination with TR(S) is recommended by the CSC Report. Does the recent ruling against amalgamation of basic courses relieve TR(G) of this responsibility?
3. Development "to give a broad yet intensive intelligence training" is recommended by the CSC Report, which uses the words "reoriented and expanded." Does the staff of the BIC want help from P&P Staff toward this end?

IV. Course Methods

A. Situation

1. Present methods are generally satisfactory for present operations, but they could be improved by more use of:
 - a. Reading matter, for textbook purposes.

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- b. Visual aids
- c. Audio aids
- 2. The possibilities of various methods are closely dependent upon combinations of such factors as number of students, timing of the course, staff, and facilities.

B. Action

1. Reading matter

- a. Should more be developed, for use in manner of textbooks?
- b. If so, should the work be undertaken by the Staff of the BIC, by P&P Staff, or by somebody else?

2. Visual aids

- a. Would more use be advantageous?
- b. Can the BIC get what it needs from or through TMS [redacted] etc.)?

3. Audio aids (including sound films)

Are these sufficiently needed so that they constitute a major requirement of new facilities?

4. Visiting speakers

Are these sufficiently needed so that provision for them to address the whole group at once should be a major requirement?

5. Student-instructor ratio

Are discussion, personal contacts, and individual or small-group projects so valuable that provision for them should be a major requirement leading to:

- a. Small classrooms in addition to a large lecture room? How small?
- b. More staff: How many, total? How many per office?

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V. Timing of the Course

A. Situation

1. Length has been reduced more than enough to correspond with elimination of language study.
2. Timing is intimately tied in with combinations of such factors as numbers of students, methods, staff, facilities.

B. Action

1. Length

- a. Should six weeks be accepted as a length satisfactory to the staff of the BIC and to TR(0) generally?
- b. Would four weeks be acceptable with approximately present type of content?
- c. If pressure for four weeks grows:
 - (1) Should some blocks of content be eliminated?
 - (2) Should content be split into two courses, of which the second would be taken by only part of those who take the first?

2. Overlapping classes

Do the advantages of overlapping classes warrant:

- a. Drastic revision of content and method to achieve it with minimum change in staff and facilities?
- b. Insistence upon approximate doubling of staff and facilities if overlapping is to be undertaken?

3. Overlapping individuals

If the course is kept at six or eight weeks, should students be permitted to enter once a month, in which event some would get the last half of one class before the first part of the next?

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VI. Facilities

A. Situation

1. They are now used at or close to capacity.
2. They are not adaptable to changed methods or increased enrollment.

B. Action

1. It is being recommended that Alcott Hall be eliminated from consideration as a place in which the BIC can be significantly expanded.
2. New quarters probably should include at least:
 - a. A lecture hall for 100 students with sufficient auditory security to permit use of classified sound films and lectures to the whole group.
 - b. Four classrooms for 25 each or three for 35 each.
 - c. Offices sufficient to accommodate not more than two instructors each.
 - d. A private office for the chief instructor either combined with or in addition to a staff conference room.
3. Precise plans and requests should await:
 - a. Clarification of prospective load.
 - b. Survey of OTR facilities to determine what can be made available.

VII. Staff

A. Situation

1. It is adequate for present size and type of operation.
2. If enrollment increases significantly, methods could temporarily be adjusted to enable the same staff to handle more students.
3. Ultimate staff needs depend upon decisions as to enrollment, timing, content, methods, etc.

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B. Action

1. TR(O) officers, especially the Chief Instructor of the BIC, should be constantly alert for the spotting of likely instructor personnel.
2. Definite action should await decisions on other factors.

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